



**Connections between the Common Core State Standards (CCSS) for English Language Arts and the  
South Carolina Academic Standards for English Language Arts 2008  
Grade 8**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Key Ideas and Details</b>		
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	7-1.1 Analyze literary texts to draw conclusions and make inferences.	
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8-1.4 Analyze a given literary text to determine its theme. EI-1.4 Analyze the relationship among character, plot, conflict, and theme in a given literary text.	
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	5-1.5 Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox). 8-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts. 8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.	

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8-1.1 Compare/contrast ideas within and across literary texts to make inferences. 8-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).	
6. Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	8-1.2 Explain the effect of point of view on a given literary text. 8-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.	
<b>Integration of Knowledge and Ideas</b>		
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	This standard was not previously included in the SC standards.	
8. (Not applicable to literature)	NA	
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	This standard was not previously included in the SC standards.	
<b>Range of Reading and Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.	8-1.8 Read independently for extended periods of time for pleasure.	
<b>Reading Standards for Informational Text</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Key Ideas and Details</b>		
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	7-2.1 Analyze central ideas within and across informational texts.	

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8-1.1 Compare/contrast ideas within and across literary texts to make inferences.	
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other texts.	<p>4-1.6 Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.</p> <p>8-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p> <p>8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.</p>	
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	This standard was not previously included in the SC standards.	
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	
<b>Integration of Knowledge and Ideas</b>		
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	This standard was not previously included in the SC standards.	
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	This standard was not previously included in the SC standards.	

Range of Reading and Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.	8-2.8 Read independently for extended periods of time to gain information.	
<b>Writing Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
Text Types and Purposes		
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>8-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>8-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).</p> <p>8-5.4 Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.</p> <p>8-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>8-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>8-5.1 Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.</p> <p>8-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p> <p>8-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	

<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>8-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>8-5.2 Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.</p> <p>8-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).</p> <p>8-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	
<b>Production and Distribution of Writing</b>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>8-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p>8-6.5 Use appropriate organizational strategies to prepare written works,</p>	

	oral and auditory presentations, and visual presentations.	
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)	<p><b>8-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>8-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>8-4.6</b> Edit for the correct use of written Standard American English.</p> <p><b>8-6.5</b> Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>This standard was not previously included in the SC standards.</b>	
<b>Research to Build and Present Knowledge</b>		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p><b>8-6.1</b> Clarify and refine a research topic.</p> <p><b>8-6.8</b> Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.</p>	
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	<p><b>8-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p><b>8-6.3</b> Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p><b>8-6.7</b> Use a variety of print and electronic reference materials.</p>	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	<p><b>5-2.3</b> Analyze a given text to detect author bias (for example, unsupported opinions).</p> <p><b>8-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p>	

b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced”).		
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This standard was not previously included in the SC standards.	
<b>Speaking and Listening Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Comprehension and Collaboration</b>		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>	This standard was not previously included in the SC standards.	

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information). 8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.	
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	
<b>Presentation of Knowledge and Ideas</b>		
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	This standard was not previously included in the SC standards.	
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	
<b>Language Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	8-4.4 Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught.	



d. Recognize and correct inappropriate shifts in verb voice and mood.*		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	8-4.6 Edit for the correct use of written Standard American English, including ellipses and parentheses. 8-4.7 Spell correctly using Standard American English.	
3. Use knowledge of language and its conventions to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	8-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	
<b>Vocabulary Acquisition and Use</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the	8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words. 8-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. 8-6.7 Use a variety of print and electronic reference materials.	

inferred meaning in context or in a dictionary).		
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<p><b>8-1.3</b> Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).</p> <p><b>8-3.4</b> Interpret the connotations of words to understand the meaning of a given text.</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>8-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	